RESEARCH PLAN PROPOSAL

On

Effectiveness of Service Training Programs in Government of Rajasthan with special reference to the programs organized by HCM RIPA

For registration to the degree of Doctor of Philosophy

IN THE FACULTY OF COMMERCE & MANAGEMENT

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INTRODUCTION

Training & Development

The term ***training*** refers to the acquisition of knowledge, skills, and competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies. It forms the core of apprenticeships and provides the backbone of content at institutes (also known as technical colleges or polytechnics). In addition to the basic training required for a trade, occupation or profession, observers of the labor-market recognize today the need to continue training beyond initial qualifications: to maintain, upgrade and update skills throughout working life. People within many professions and occupations may refer to this sort of training as professional development**.**

Objective of Training and Development

The principal objective of training and development division is to make sure the availability of a skilled and willing workforce to an **organization**. In addition to that, there are four other objectives: Individual, Organizational, Functional, and Societal.

Individual Objectives – help employees in achieving their personal goals, which in turn, enhances the individual contribution to an organization.

Organizational Objectives – assist the organization with its primary objective by bringing individual effectiveness.

Functional Objectives – maintain the department's contribution at a level suitable to the organization's needs.

Societal Objectives – ensure that an organization is ethically and socially responsible to the needs and challenges of the society.

Reasons for Training and Development

Training and development can be initiated for a variety of reasons for an employee or group of employees, e.g.,:

- When a performance appraisal indicates performance improvement is needed
- To "benchmark" the status of improvement so far in a performance improvement effort
- As part of an overall professional development program
- As part of succession planning to help an employee be eligible for a planned change in role in the organization
- To "pilot", or test, the operation of a new performance management system
- To train about a specific topic .

Benefits of Training and Development

There are numerous sources of online information about training and development. Several of researches suggest reasons for supervisors to conduct training among employees. These reasons include:

- Increased job satisfaction and morale among employees
- Increased employee motivation
- Increased efficiencies in processes, resulting in financial gain
- Increased capacity to adopt new technologies and methods
- Increased innovation in strategies and products
- Reduced employee turnover
- Enhanced company image, e.g., conducting ethics training
- Risk management, e.g., training about sexual harassment, diversity training

Approaches to Training

The considerations for training vary in organizations. Some of these considerations are not necessarily based on need. The various influences of training are summed up as follows:

1. **Administrative approach:** - This is based on establishment of Budget and policies. Officers are

therefore sent for training based on the availability of funds.

2. **Welfare approach**: - This is based on extraneous considerations. Some organizations send staff on training abroad with a view to improving their financial well being or their skills to enable them secure employment elsewhere.

3. **Political approach**: - Within the ranks of organization are pressure groups, loyalist and favorites of managers, who use their privileged positions to secure training opportunities over and above their colleagues who in most cases merit the training programmes available.

4. **Organizational development approach**: - This approach uses departmental training needs as consideration for selection.

5**. Systematic or need – based training**: - This selection process here is based on Identification of training needs. It is used by organizations for growth and development.

Introduction to HCM RIPA

Harish Chandra Mathur Rajasthan Institute of Public Administration, its main activity is to conduct the foundational training for officials recruited to various state services, viz. Rajasthan Administrative Service, Rajasthan Police Service, Rajasthan Accounts Service, and others. It also organizes professional training for the officers of the Indian Administrative Service (Allotted to Rajasthan), Rajasthan Administrative Service, Rajasthan Accounts Service, and Rajasthan Judicial Service. Since 1995, the Institute has also started conducting foundational training for the probationers of the Central Civil Service.

Besides, in-service courses, both specific object-oriented and specific target group-oriented, are also conducted in the Institute for the officers working in various

central/state government departments/undertakings. State/national/international level seminars, workshops and conferences, on subject relevant to and impinging upon state policies, programmes and implementation thereof, are also held from time to time. The Institute also organizes trainer’s development programmes

The Institute undertakes various research and evaluation studies to generate new concepts and for effective improvement and management of public policies and programmes. It has to its credit, many publications based on its own research. Many institutions and agencies, both national and international, have been supporting the Institute in this endeavor. These include various departments/ministries of Government of India, such as Department of Personnel & Training, Ministry of Rural Development, Ministry of Social Welfare, Ministry of Environment & Forests, Bureau of Police Research & Development, HUDCO, World Bank, UNICEF and the British Council.

Training Material Development & Publication In order to develop or acquire training material which enables learning with minimal efforts, the Institute prepared and publishes background papers, occasional papers, case studies and training monographs. The Institute's publications cover a wide range of subjects. Its journal - Prashasnika - which enjoys a noteworthy circulation in and outside the country, has completed 28 years of its publication. A Newsletter is also published to keep one abreast with the activities of the Institute. Volumes, based on workshops and seminars organized by the Institute, are also brought out from time to time. TRAINING COORDINATION Being the apex training institution of the state government, HCM RIPA has taken upon itself the responsibility of coordinating departmental training activities and developing linkages among

various departmental training institutions. DEPARTMENTAL EXAMINATIONS An important activity of the Institute is to conduct departmental examinations of officers of various state services.

Training Programmes now developed are highly participative, although traditional methods also continue to be important in training courses, particularly for probationers. A variety of audio-visual equipments as well as films, slides and computer are used in training. Besides, psychological instruments and management games are also used in various training programmes.

Areas of Training at HCM RIPA

Centre for Good Governance

The Centre for Good Governance has been established in HCM Rajasthan State Institute of Public Administration in the Year 2004 and registered as a society in March 2005. The CGG aims to coordinate and support the designing and implementation of the State Government's governance reforms programmes. Thus it would undertake action research, provide professional advice, and conduct change management programmes for government departments and other concerned agencies. This way the Centre would cater to the needs of policy makers, civil servants, and relevant authorities, representatives of industries, academics, research institutions and non-governmental organizations for implementing the reform initiatives in the State.

Centre for Disaster Management

The Centre for Disaster Management was established at HCM Rajasthan State Institute of Public Administration as its integral part in the year 1995 with the assistance of Natural Disaster Management Division of Ministry of Agriculture & Cooperation, Government of India. Now, it is working under the auspices of Ministry of Home Affairs, Government of India.

Centre for Management Studies

The Centre for Management Studies (CMS), an autonomous and integral part of the HCM Rajasthan State Institute of Public Administration, was established during 1982 - the Silver Jubilee Year of the Institute. The lack of training facilities in the area of management, particularly for the public sector personnel in the State, was greatly felt since a long time. The Centre for Management Studies is specially designed to cater to such need.

The HCM Rajasthan State Institute of Public Administration and the Centre for Management Studies, in fact, perform a complimentary role in the field of training. The Centre is utilizing liberally and extensively faculty expertise of the HCM RIPA.

Centre for Woman and Child Resource

Women’s Resource Centre (WRC), established on international Women's Day (March 8, 2000) as a registered society, has been visualized as a

resource centre for women's development and empowerment in Rajasthan. An integral part of HCM RIPA and originally supported by the Department of Women & Child Development of the Government of Rajasthan, the WRC provides support to the on-going programmes in the state in terms of research, training, documentation and information dissemination. This not only strengthens the development programmes and delivery mechanisms but also enables women to become active partners in the development process. On 18 March, 2006 this was renamed as "Women and Child Resource Centre" to reflect its added focus on children including the girl child.

The WCRC has been organizing programmes and workshops, which have catered to the training needs of right from the specialist technocrats and senior-most bureaucrats to the simplest grassroots level workers. For instance, central and state civil servants, medical professionals, senior-most doctors to the paramedical staff, NGO representatives, directors and presidents to the grassroots field workers and other government and non-government employees of almost all levels, counselors, supervisors etc. It has also been liaising with a wide network of agencies working in the social sector.

Review of literature

Kumar Balaji,V.Veera, '*Hard case of soft skill',* HRM Review. , July 2009, The Icfai University Press , pp. 33-37; this article explores the methodology to be adopted while imparting soft skils training to employees. It reviews the learning theories relevant for training and explores the possibility of their implementation in soft skill training (SST). It identifies Bandura's Social Learning Theory as the

ideal model for SST.

Evaluate Business Performance. Through Knowledge and Training Skills, www.finance.groups.yahoo.com/group/PassionHR/message/13309.html; When any business has invested in some training, how we would know if it has been a success? This article explains the way to evaluate any business performance involved in training. Measuring the efficiency of training skills is very simple by evaluating the reaction of the provided training method, by asking: What are the participants feedbacks on the training? This is typically measured through a survey and usually covers such items as program methodology, group and individual exercises, quality of materials and media, facilitator capabilities, facilities, etc.

Bhatt, Prachi, '*Emerging HR People, Resources, Milieu Change'*, HRM Review, November 2009 , The Icfai University Press ,pp. 51-56; Human resources are the mighty pillars that from the business colonnade in today's world where a clear upswing in the firm's aim for distinct competitive advantage is evident. The article discusses the revolutionized state of affairs and its impact on Human Resource Management (HRM), its new role, emerging treads for a more adaptable, and customer-centered HRM. In this turbulent competitive era, staying abreast demands a paradigm shift in Human Resource Development (HRD). Recession is a recent turnaround in the business environment. The article highlights the visible blow of recession on HRD and its approaches to deal with the same. Human factor" is a mantra for an organization's survival and progress.

Chowdhury Roy, Abhishek,' *Why Retention Strategy Fail?'*, HRM Review December 2009, The Icfai University Press ,pp. 30-34; Management training has undergone tremendous metamorphosis. A trainer has to imbibe the global best

practices with a tinge of localization. The emergence of cutting edge technology has given a new dimension to the training domain. Country specific dynamics are also important as cultural issues coupled with local dynamics from a crucial reason for realigning with the changed perspective. The article deciphers the firsthand experience encountered by the author, while training in different countries, using different resources.

Chakroborty, Manishankar ,' *A facelift to Management Training*', HRM Review, August 2009, The Icfai University, pp.-46-52; Management training has undergone tremendous metamorphosis. A trainer has to imbibe the global best practices with a tinge of localization. The emergence of cutting edge technology has given a new dimension to the training domain. Country specific dynamics are also important as cultural issues coupled with local dynamics from a crucial reason for realigning with the changed perspective. The article deciphers the firsthand experience encountered by the author, while training in different countries, using different resources.

AssessingTrainingEffectiveness, www.finance.groups.yahoo.com/group/PassionHR/message/1878.html; This article basically answers these questions--

Why do we care about assessing programs such as training, and what are the barriers to actually evaluating these programs? It is likely the real cost of training could be much larger than the estimates given above. Spending that kind of money would seem to warrant some justification — if we asked top management to make a large investment in a new manufacturing plant or a new product line, we would certainly expect we would be asked to justify the cost and calculate the return on investment (ROI) for that investment. When faced with a limited budget (and when are we not faced with this situation?) decisions must be made about the best ways to invest that money. One basic method for doing this is to determine the ROI for

each investment — do we buy that new machine, or do we invest in a new performance improvement program? In this way, management compares the value of several possible investments. If we do not have this information for our training/performance improvement program, it can make that decision go against the performance improvement program even before we get started.

The Educated Training Consumer, Why Is Training Undervalued?: www.citehr.com/112904-14-excellent-articles-training-development.html; Training and development activities can increase the capabilities and abilities of most organizations. Virtually every recent management leaders (eg. Deming, Crosby, Senge), have stressed the importance of learning as a primary tool for organizational success. That said, training as a whole, is not consistently valued by managers or staff. Even when managers support training through what they say, when the time comes to allocate resources for training, it is often the new photocopier that wins out.

What's Training Good For Anyway?: www.citehr.com/112904-14-excellent-articles-training-development.html; There are good reasons to mandate training and development in your organization, and there are bad reasons for mandating training. There are ALSO good reasons for NOT training, in some circumstances, and bad reasons to refuse. Knowing what training can and cannot accomplish enables you to make the right decisions at the right time, ensuring that your limited training dollars are used effectively.

Training disasters. http://www.citehr.com/research.php?q=articles; In every trainers life, training disasters happen. Rather than being bogged down by the resulting negative consequences, the trainer needs to learn valuable lessons from such experiences. A trainer undergoing a training disaster can draw some solace

from the fact that almost every trainer has gone through or suffered disasters at the hands of learners at some time or the other.

Naik, Pandu,G, (2007), Training and development, Excel Books, new delhi, pp. 515;It basically studies that what kind of skill a trainee group should possess and what are the skills should possessed by trainer. It explains the process from designing a training program to implementation and evaluation.

Relevance of Research

After studying various articles the importance of training and development can be analyzed. For achieving efficiency and success at workplace it is essential to provide proper and relevant training to the employees. The research place HCM RIPA, the research is very relevant, as last research was conducted there many years back, so the results drawn will be very helpful for them for further changes.

Objectives

- To provide useful suggestions to make the trainings more effective and efficient.
- To study whether the training bridges the gap between the current and desired skills of trainees.
- To identify the difference between sanctioned budget for training by state government and usage of finance in training programmes at HCM RIPA.
- To study the training methodology used and suggesting

improvements.

- To study types of training and consultancy provided by HCM RIPA.
- To find out the drawbacks in current training programmes.
- Studying the documentation of training records and modules at HCM RIPA.

Hypothesis

Main Hypothesis

- The training provided at HCM RIPA is very effective and helps the officers to execute their work in a better and more professional way.

Sub Hypothesis

- sanctioned training budget is utilized properly on training programmes at HCM RIPA.
- The training provided at HCM RIPA bridging the gap between the current and desired skills of trainees.

Research Methodology

Research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically. In it we study the various steps that are generally adopted by a researcher in studying his research problem along with the logic behind them. It is necessary for the researcher to know not only the research methods/techniques but also the methodology. Researchers not only need to know how to develop certain

indices or tests, how to calculate the mean, the mode, the median or the standard deviation or chi-square, how to apply particular research techniques, but they also need to know which of these methods or techniques, are relevant and which are not, and what would they mean and indicate and why. Researchers also need to understand the assumptions underlying various techniques and they need to know the criteria by which they can decide that certain techniques and procedures will be applicable to certain problems and others will not. All this means that it is necessary for the researcher to design his methodology for his problem as the same may differ from problem to problem.

For example, an architect, who designs a building, has to consciously evaluate the basis of his decisions, i.e., he has to evaluate why and on what basis he selects particular size, number and location of doors, windows and ventilators, uses particular materials and not others and the like. Similarly, in research the scientist has to expose the research decisions to evaluation before they are implemented. He has to specify very clearly and precisely what decisions he selects and why he selects them so that they can be evaluated by others also. From what has been stated above, we can say that research methodology has many dimensions and research methods do constitute a part of the research methodology. The scope of research methodology is wider than that of research methods.

Research Design

Research Design will be Descriptive Research. It is designed to provide further insight into the research problem by describing the variables of interest. This design will be used for profiling, defining, segmentation, predicting and examining the data**.**

Sampling

In earlier discussed areas of training at HCM RIPA, sample will be drawn from each area from every batch. One fourth of the batch will taken as sample as per the convenient random sampling technique. The Universe will be all the trainees at HCM RIPA.

Data Collection

The entire research will be majorly based on primary data. Following primary data collection techniques will be used –

- Questionnaire
- Interview
- Personal Observation

For secondary data the journals, magazine of HCM RIPA, and the feedback forms of trainees provided by HCM RIPA itself will be consulted.

Kirkpatrick Model

Donald Kirkpatrick in the late 1950s propounded famous 4 levels to evaluate any training programme.

Level 1 – Reaction – what is the reaction of the learner to the learning experience?

Level 2 – Learning – what has the learner actually learnt as a result of the learning experience?

Level 3 – Behavior – to what extent have the behaviors of the learner changed as a result of the learning experience – sometimes referred to as transfer of learning to the workplace?

Level 4 – Results – how much better is the organization performing as a result of the learner's experiences in the learning programme?

The study will be done on the basis of Kirkpatrick Model. Questionnaires are designed to study the Reactions, Learning, Behavior and overall impression of the training on trainees and will be distributed after certain duration.

Analysis of data

Questionnaires will be prepared for the current trainees and past trainees will be interviewed.

Grading system will be followed in the questionnaire viz. excellent, Good, Fair and poor. Then percentage of every grade will be studied through simple tabulation. And further chi-squre test and t-test will be implemented.

Ratio analysis will be done between budget sectioned by the government and utilized for training, to study the usage of finance on training programmes.

Limitation of research plan

- The topic of research is subjective.
- In data collection primary data may be biased as every person has different mindset about certain training programmes, which will affect the research results.
- While conducting research may not response properly to the data collection, thus problem of non response may occur.
- As HCM RIPA is government organization, staff may be reluctant to disclose information.
- Being an outsider Researcher may not be allowed to evaluate every training programme.

CHAPTERISATION

1. Introduction

1.1 Introduction to Topic

1.2 Significance & need of study

1.3 Objectives

1.4 Hypothesis

1.5 Limitations

2 Review of literature

3 Research Methodology

3.1 Research Design

3.2 Sampling and Data Collection

3.3 Statistical tools

4 Analysis and Interpretation of data

5 Findings and conclusion

6 Application of Research

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appendix

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Questionnaire I

Name -- Designation --

Age -- Deptt. --

Gender – Ph.no.--

1. Are you attending Training programme for the first time?

   Yes **No**

2. Is the training optional or compulsory?

   ……..

3. How will you rate the infrastructure on the following basis?

Facilities	**Excellent**	**Good**	**Fair**	**Poor**
Hostel facilities				
Food facilities & services				
Classroom facilities				
Training aids				

4. How will you rate the staff?

Criteria	**Excellent**	**Good**	**Fair**	**Poor**
Hospitality				
Assistance				
Cleanliness				

5. How will you rate the trainer on the following basis?

Criteria	**Excellent**	**Good**	**Fair**	**Poor**
Communication Skills				
Queries solved				
Interaction				
Language proficiency				

6. How will you rate the training module on following basis?

Criteria	**Excellent**	**Good**	**Fair**	**Poor**
Structured				
Relevant				
Practical				

7. How will you find duration of the sessions?

Long **Short** **Adequate**

8. How will you find number of sessions per day?

More **Less** **Adequate**

9. Are you satisfied with the batch formation?
   (if No please explain)
   ……

   ……

Questionnaire II

Name -- Designation --

Age -- Deptt. --

Gender – Ph.No.--

1. Does the course content help you in upgrading your knowledge?

   Yes **No**

2. How far have you been benefitted from interaction with the fellow participants of the course?

   More **Less** **Adequate**

3. How do you rate library?

Excellent **Good** **Fair** **Poor**

4. How do you find available material in the library in relation to

your training?

More **Less** **Adequate**

5. Does the training fulfill your learning expectations?

Yes **No**

Questionnaire III

Name -- Designation --

Age -- Deptt. --

Gender – Ph. No.--

1. Will this training benefit you as a person?

   Yes **No**

2. Will this training benefit you as a professional in your field?

   Yes **No**

3. Have you noticed any personality development in your fellow course mates at the training programme?

   Yes **No**

4. Do you find any professional enhancement in your fellow course mates at the training programme?

   Yes **No**

5. Does this training succeed in teaching you to work as a team?

   Yes **No**

6. Does this training help you in developing your leadership quality?

   Yes **No**

Questionnaire IV

Name -- Designation --

Age -- Deptt. --

Gender – Ph.No.

1. To what extent training programme objective have been achieved?

   (a) To a large extent
   (b) To some extent
   (c) Very little
   (d) Not at all

2. What do you think about the structure and organization of the course to meet the objective?

   (a) Very well structured
   (b) Well structured
   (c) Some structured
   (d) Very unstructured

3. How would the training programme be useful?

(a) Very useful
(b) Quite useful
(c) Of limited use
(b) Not at all

4. How useful the training likely to be for your career path?

(a) Very useful
(b) Quite useful
(c) Of limited use
(d) Not at all

5. If you feel any facility is excellent and highly satisfactory, please describe.

……..

……..

……..

6. If you feel any facility is just satisfactory or poor, please give specific suggestions for improvement?

……..

……..

……

7. Which part of the course you liked the most?

……

……

……

8. Which part of the course did you find least helpful?

……..

……

……

9. Did the course give any specific ideas about improvement in your working situation when you go back?

Yes **No**

10. If yes can you spell out briefly?

……

……

……

11. Overall impression of the course?

Excellent **Good** **Fair** **Poor**

THANKS!!!!